

D. Post-Planning Review and Performance

The following tabular summary reveals the approaches the community, Legislature, workgroups, management, and directors will use to implement, monitor, budget for, and evaluate the performance of departments as it progresses through the strategic plan:

	Community	Legislature	Workgroups	Management	Directors
IMPLEMENTATION	<ul style="list-style-type: none"> Attend as many meetings as you can concerning the strategic plan 	<ul style="list-style-type: none"> Promote all areas of the strategic plan Communication with community regarding progress and input 	<ul style="list-style-type: none"> Meet at least once each quarter or more frequently if needed Utilize tools/methods developed by management Assessment of the resources needed to carry out the goals and objectives 	<ul style="list-style-type: none"> Distribute approved plan to all departments Coordinate workgroup meetings and facilitate meetings when requested Provide training and education to workgroup members and community members when requested Develop tools for the workgroups to incorporate into the implementation process Conduct gap analyses 	<ul style="list-style-type: none"> Attend all workgroup and directors meetings Provide monthly updates to staff on the organization and department's achievement towards the goals and objectives described in the strategic plan Involve all staff in the strategic planning process Conduct internal gap analyses and aligning departmental goals and objectives to the strategic plan Define service area (i.e. identify the target population that the department can provide service to, subject to funding, law, or other restrictions) Provide bulletins, brochures, or other types of outreach to the community about the work they are performing under the strategic plan Complementary plans will align department activities to the strategic plan

	Community	Legislature	Workgroups	Management	Directors
MONITORING	<ul style="list-style-type: none"> Visit the Tribe's website and read the Tribal newspaper to keep informed Workgroup meetings 	<ul style="list-style-type: none"> Review annual report Legislative committee oversight 	<ul style="list-style-type: none"> Monitor group and individual performance 	<ul style="list-style-type: none"> Monitor workgroup performance, and provide technical assistance Monitor implementation of the strategic plan Provide periodic reports to the workgroup, directors, Legislature, and community on the progress of the strategic plan 	<ul style="list-style-type: none"> Peer review Regular reporting results of the work they have performed to the workgroups
	Community	Legislature	Workgroups	Management	Directors
EVALUATING	<ul style="list-style-type: none"> Ask elected and public officials questions about the strategic plan, and progress made to date Submit suggestions and provide feedback whenever possible 	<ul style="list-style-type: none"> Report at quarterly community meetings on updates or revisions on goals and objectives 	<ul style="list-style-type: none"> Collaborate on revisions to the goals and objectives Provide individual members of the workgroup with feedback on progress each has made Modify goals and objectives when necessary 	<ul style="list-style-type: none"> Establish process that measures workgroup performance and progress on goals and objectives 	<ul style="list-style-type: none"> Report individual progress, discuss challenges and modify goals and objectives through workgroup meetings
	Community	Legislature	Workgroups	Management	Directors
BUDGETING		<ul style="list-style-type: none"> Lobby federal, state and local officials when necessary Support the goals, objectives and activities described in the plan 		<ul style="list-style-type: none"> Develop tools for Tribal budget application process for directors to incorporate into the budget process Develop, maintain, and adjust, as appropriate, the budget process to ensure that it is aligned to the goals and objectives of the strategic plan Align all grant writing endeavors with strategic planning initiatives 	<ul style="list-style-type: none"> One year to re-align fiscal budget to support their roles in the strategic plan Designated departments will identify the resources necessary to fulfill their responsibilities under the goals and objectives Identify current resources used to carry out goals and objectives

	Community	Legislature	Workgroups	Management	Directors
REVISIONS	<ul style="list-style-type: none"> Attend annual General Council meetings to hear updates 	<ul style="list-style-type: none"> Review and approve revisions Provide updates at annual General Council meeting 	<ul style="list-style-type: none"> Amend goals and objectives as needed 	<ul style="list-style-type: none"> Incorporate revisions provided by the workgroups and forward to the Legislature for approval 	<ul style="list-style-type: none"> Incorporate revisions upon approval



Culture

Menominee Sugar Camp



Culture Camp Hand Drum Making



Annual Menominee Contest Pow Wow



Historic Menominee Pageant

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E. Culture

I. Community Survey

The Community Survey asked respondents a total of six questions regarding their perceptions on how well the Tribe, its programs, and its members promoted Menominee culture or incorporated that culture into its everyday lives. The survey results revealed the following notable highlights:

- 16% on-reservation and 14% off-reservation respondents feel they are very familiar with Menominee culture;
- 06% on-reservation and 02% off-reservation respondents feel they are very familiar with Menominee language;
- 64% on-reservation and 80% off-reservation respondents feel it is important to educate tribal members in traditional language and culture; and
- 66% on-reservation and 42% off-reservation respondents feel they know who to contact to get the information you need.

"Forty-three percent of on and off-reservation community survey respondents participate in traditional ceremonies."

For more information concerning the survey results refer to Appendix A.

II. Workgroup

A workgroup comprised of eighteen professionals and community members was assembled to evaluate the community survey results, identify and address problems and their underlying causes, identify programs that directly address this concern area, and design strategies aimed at enhancing the Tribe's response in this area. The workgroup consisted of the following:

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|--|--|
| Christopher Caldwell, Trust Compliance Officer | Dr. Donna Powless, College of Menominee Nation |
| Doug Cox, Menominee Tribal Enterprises Ecologist | Regina Washinawatok, Legislator/Menominee Indian School District |
| Yvette Ducane, Enrollment Director | Jerry Waukau, Tribal Clinic Administrator |
| Jennifer Gauthier, Administrative Services Officer | Mark Waukau, Menominee Tribal Police Chief |
| David 'Nahwahquaw' Grignon, Historic Preservation Director | Wendell Waukau, Menominee Indian School District Superintendent |
| Gaynelle Hawpetoss, former Enrollment Director | Marlin Waupoose, Maintenance Director |
| Mary James, former Land Use Planner | Rose Wayka, Language and Culture Commission Director |
| Brian Kowalkowski, University of Wisconsin Extension | Jeremy Weso, Administrative Manager |
| Dr. Diana Morris, College of Menominee Nation | Annette Westphal, Administrative Services Officer |

The workgroup met as frequently as twice a month and as infrequently as once a month for over a year. The meetings were open to the public and notices were published in the Menominee Nation News, announced at community meetings, and through broadcast emails.

III. Programs with Specific Emphasis on Culture

Although the workgroup recognized that all departments and programs operated by the Tribe have a vested interest in the promotion of Menominee Culture, the workgroup identified the following programs as resources due to their knowledge about Menominee Culture, their program's emphasis, and/or their responsibilities as designated by Tribal law:

- 🔦 **Historic Preservation** – The department is responsible for identifying and registering properties of historic, archeological, or anthropological importance to the Tribe, and funding and operating a museum and Logging Camp.
- 🔦 **Language and Culture Commission** – The commission was created by the Menominee Language and Culture Code, Ordinance No. 96-22. The commission is charged with the responsibility of promoting, protecting, preserving and enhancing Menominee language, culture and traditions.

"There are only a handful of native speakers that we can utilize; we need to get young people trained so they can become fluent in the language or perpetuate our language"



Menominee Culture Camp, photo courtesy of Historic Preservation.



Intergenerational Sharing, photo courtesy of Historic Preservation.



Traditional Menominee Dancers, photo courtesy of Historic Preservation.

IV. SWOT Analysis

The workgroup identified the Tribe's overall Strengths, Weaknesses, Opportunities and Threats, utilizing what is typically known as a SWOT Analysis. The workgroup's SWOT Analysis appears as follows:

STRENGTHS

- Recognized by the U.S. Government as being Menominee
- Menominee Language and Culture Commission
- Historic Preservation Officer
- Menominee Language and Culture Code
- Cultural Resource Management Plan
- Cultural/Logging Museum
- Clan structure - ability to provide naming ceremonies
- Menominee Big Drum ceremonies
- Language emersion sessions
- Repatriation of Menominee ancestors
- Sweat lodge
- Preservation of natural resources
- Language within the schools
- Interest by members in learning the culture and language
- Traditional activities: Wild Rice Harvest, Roundhouse, Sturgeon Feast, Maple Sugar Harvest, Menominee Culture Camp, Teaching Lodge
- Pow-Wows: Contest, Veteran's, Elders, Sobriety, Head Start, etc.

WEAKNESSES

- Everything driven by funding
- Language teachers not being paid the same as other teachers
- Non-standardized curriculum
- Coordination of activities
- Commitment to maintaining language and culture at all levels
- Duplication of services
- Lack of cultural awareness
- Lack of language program
- Community involvement in cultural activities
- Inventory of educational materials
- Inconsistency of teaching

OPPORTUNITIES

- Assure existence of Menominee language and culture
- Collaboration of programs
- Partnerships/agreements
- Elevation of skills and abilities of teachers
- Increase in pride of traditional heritage
- Increase self-esteem
- Revenue generated by tourism at Museum
- Preservation of artifacts, photographs, and documents
- Internships/apprenticeships
- Eco-tourism projects
- Chief Oshkosh trial re-enactment
- Native American Graves and Repatriation Act

THREATS

- Handful of generational speakers
- Treaties/Sovereignty
- Lack of understanding the culture of being Menominee
- Loss of existence
- Certified language teachers
- Non-standardized system of collaboration
- Funding
- Acceptance of Alcohol, Tobacco and Drugs

V. Goals and Objectives

Culture Goal 1: Gap Analysis				
Categories	Objectives			
	Objective 1 Gap analysis	Objective 2 Consolidate, catalog and unify organizational resources	Objective 3 Consolidate, catalog and standardize cultural educational materials	Objective 4 Increase present levels of Menominee language fluency and knowledge of culture
Inputs/Resources	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Identified funding sources: foundation monies, Flying Eagle Woman Fund, University of Wisconsin Madison Linguistics, and University of Arizona Indigenous Language Institute. 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Elders 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Beginner/ Intermediate CD language tapes • History Guide • Sesquicentennial Book 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Other educational institutions • Speakers
Outputs/Activities	<ul style="list-style-type: none"> • Research • Complete inventory and identification of the following resources: <ul style="list-style-type: none"> ○ Funding, human, physical and environmental ○ All ordinances and/or policies impacting culture ○ Menominee artifacts ○ Sacred objects of cultural patrimony ○ Human remains and associated funerary objects 	<ul style="list-style-type: none"> • Gap analysis of existing organizational resources 	<ul style="list-style-type: none"> • Gap analysis of existing cultural educational materials 	<ul style="list-style-type: none"> • Conduct research to determine the ability levels of current Menominee language and cultural knowledge
Outcomes/Results	<ul style="list-style-type: none"> • Increase and expand funding opportunities based upon collaboration of programs • Additional resources to provide more services • Seek and submit funding proposals • Maximize use of resources and reduce duplication • Increased knowledge of programs and public understanding of policy and initiative 	<ul style="list-style-type: none"> • Possible redesign of programs • Increased effectiveness of programs and delivery 	<ul style="list-style-type: none"> • Expand and enhance current materials • Increased educational materials available • Standardized curriculum 	<ul style="list-style-type: none"> • Assessment of current status of language, number of fluent speakers and levels of speakers
Baseline Data	<ul style="list-style-type: none"> • The following plans: Land Use, Economic Development, Cultural Resource Management, Forest Management, and Recreation Plans. • Menominee Language and Culture Code 	<ul style="list-style-type: none"> • Survey results (e.g. recreation, strategic plan community survey, facts and figures handbook) 	<ul style="list-style-type: none"> • No standardized curriculum 	<ul style="list-style-type: none"> • Inventory of list of fluent and secondary speakers • ANA language Preservation grant-Results Survey
Timeline	• To be determined	• To be determined	• To be determined	• To be determined

Culture Goal 2: Establish a Standardized Menominee Language and Culture Curriculum PreK-16				
Categories	Objectives			
	Objective 1: Define what Menominee culture means	Objective 2: Create a uniform language and culture curriculum to be approved and published by the Language and Culture Commission	Objective 3: Implement curriculum in educational institutions on the Reservation	Objective 4: Increase the level of language and culture education
Inputs/ Resources	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Elders • Community • History, Traditions, Customs, and Practices 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Other educational institutions • Language tapes and videos 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Other educational institutions 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Other educational institutions
Outputs/ Activities	<ul style="list-style-type: none"> • Research/review historical documents, oral traditions regarding values, customs and traditions • Obtain grant funding 	<ul style="list-style-type: none"> • Form team to develop curriculum outline • Develop each instructional unit from outline • Completion of Menominee language dictionary for the development of teaching materials • Develop MLCC/Department of Public Instruction certified education program for language and culture teachers • Create immersion opportunities 	<ul style="list-style-type: none"> • Partnerships, agreements, etc. for each institution to accept 	<ul style="list-style-type: none"> • Obtain grant funding • Establish immersion camps • Provide recreational activities that promote language and culture • More visible written language
Outcomes/ Results	<ul style="list-style-type: none"> • Better understanding of culture • Increased knowledge of culture • Curriculum Developer 	<ul style="list-style-type: none"> • Present final document to Menominee Language and Culture Commission for approval and forward to MTL for approval • Resource materials and classroom training • Plan for Menominee language and culture within the organizations and schools to enhance fluency • Standardized curriculum <ul style="list-style-type: none"> ○ Acquire teaching skills, equal pay for language and culture teachers, preservation of talents (arts and crafts), language competency, re-certification, and lesson planning 	<ul style="list-style-type: none"> • Age appropriate language and culture instruction • Revitalize Menominee language and culture 	<ul style="list-style-type: none"> • Increase self-esteem • Instill pride in heritage • Improve social behavior • Increase in the level of language and culture education
Baseline Data	<ul style="list-style-type: none"> • 2005 Community Needs Survey • Other surveys 	<ul style="list-style-type: none"> • No curriculum 	<ul style="list-style-type: none"> • Pre- and post-curriculum analysis 	<ul style="list-style-type: none"> • Number of current speakers
Timeline	<ul style="list-style-type: none"> • To be determined 	<ul style="list-style-type: none"> • To be determined 	<ul style="list-style-type: none"> • To be determined 	<ul style="list-style-type: none"> • To be determined

Culture Goal 2 (Cont...)				
Categories	Objectives			
	Objective 5: Create course work curriculum leading to an Associate's Degree in Menominee language and culture	Objective 6: Infuse language into all activities		
Inputs/ Resources	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Other educational institutions 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Other educational institutions 		
Outputs/ Activities	<ul style="list-style-type: none"> • Research existing language programs and design a program tailored to Menominee language and culture • Develop partnerships, agreements, etc. for each institution • Promotional activities designed to encourage enrollment 	<ul style="list-style-type: none"> • Develop Menominee language-only activities • Language awareness through print media • Produce bilingual material 		
Outcomes/ Results	<ul style="list-style-type: none"> • Curriculum for Associate's degree program • Articulation agreements 	<ul style="list-style-type: none"> • Greater knowledge of Menominee Language • Increased use of Menominee Language within community 		
Baseline Data	<ul style="list-style-type: none"> • No current higher education program that teaches Menominee language and culture 	<ul style="list-style-type: none"> • Minimal language usage in current activities 		
Timeline	• To be determined	• To be determined		

Culture Goal 3: Construct a Menominee Tribal Cultural Center				
Categories	Objectives			
	Objective 1 Coordinate efforts and resources for expansion of Cultural Center	Objective 2 Fund and construct facility	Objective 3 Create immersion opportunities	
Inputs/ Resources	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Menominee Language and Culture Commission • Other educational institutions • Indian Community Development Block Grant 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Menominee Language and Culture Commission • Other educational institutions • Indian Community Development Block Grant 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Menominee Language and Culture Commission • Other educational institutions 	
Outputs/ Activities	<ul style="list-style-type: none"> • Review findings from Goal One – Gap analysis • Identify expansion projects and associated costs • Identify partners throughout the community who are able to assist with the projects 	<ul style="list-style-type: none"> • Apply for grants to help construct the facility • Fundraising • Marketing • Architectural design work • Environmental Assessment • Develop construction request for proposals • Enter into a construction contract • Construct facility 	<ul style="list-style-type: none"> • Involvement and support throughout all levels of the organization • Develop a plan to enhance Menominee language and culture within the organization and school environments 	
Outcomes/ Results	<ul style="list-style-type: none"> • Maximize use of resources and reduce duplication • Construction and expansion of a cultural center 	<ul style="list-style-type: none"> • A centralized facility dedicated to the preservation and revitalization of Menominee Language and Culture • Provide a central location for community to gather to share knowledge and language • Centralize, protect, and preserve historical artifacts and documents • Instill a sense of community pride 	<ul style="list-style-type: none"> • Immersion Plan • More fluent speakers • Preservation of culture • Increased community awareness and involvement • Language and culture embedded into daily conversation and activities 	
Baseline Data	<ul style="list-style-type: none"> • Non-integration of efforts 	<ul style="list-style-type: none"> • No centralized location for storage and display of artifacts and other cultural objects • Limited ability to repatriate Menominee artifacts and cultural objects 	<ul style="list-style-type: none"> • Limited immersion opportunities 	
Timeline	<ul style="list-style-type: none"> • To be determined 	<ul style="list-style-type: none"> • To be determined 	<ul style="list-style-type: none"> • To be determined 	

Culture Goal 4: Increase and Improve Culture Educational Awareness				
Categories	Objectives			
	Objective 1	Objective 2	Objective 3	Objective 4
	Obtain elder involvement in cultural programming	Provide information to public programs regarding policies and initiatives	Increase awareness and knowledge of Menominee history and culture in outside communities	Update the present levels of Menominee language fluency and knowledge of culture
Inputs/Resources	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Menominee Language and Culture Commission • Commission on Aging • Health and Family Services Committee • Other educational institutions 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Menominee Language and Culture Commission • Other educational institutions 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Menominee Language and Culture Commission • Other educational institutions 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Menominee Language and Culture Commission • Other educational institutions • Fluent speakers • Past Administration for Native Americans grant work
Outputs/Activities	<ul style="list-style-type: none"> • Develop partnerships with organizations and agencies to establish volunteer opportunities for the elders • Provide recognition and other types of incentives to encourage continued involvement 	<ul style="list-style-type: none"> • Develop education materials regarding policies and initiatives • Public relations campaign 	<ul style="list-style-type: none"> • Share educational opportunities with outside schools • Orientation awareness and outreach to promote chamber of commerce relationships (State/Local) • Public relations campaign • Outreach to all levels of education • Outreach to Indian centers 	<ul style="list-style-type: none"> • Conduct research to determine the ability levels of current Menominee language and cultural knowledge • Language classes and cultural events • Immersion programs • Assessment of current status of language
Outcomes/Results	<ul style="list-style-type: none"> • Increased level of elder participation 	<ul style="list-style-type: none"> • Greater level of people and programs following policies and initiatives • Greater level of public and program support 	<ul style="list-style-type: none"> • Improve relationships with outside communities • Increased business opportunities • Public Relations Manager/contract with consultant 	<ul style="list-style-type: none"> • Increased number of fluent speakers • Increased knowledge of Menominee history, culture, and traditions
Baseline Data	<ul style="list-style-type: none"> • Limited opportunities for elder involvement 	<ul style="list-style-type: none"> • Facts and Figures • Motions Database • Ordinance Database • Intranet • Internet 	<ul style="list-style-type: none"> • 2005 Needs Community Survey • Partnerships, agreements, or Memorandums of Understanding 	<ul style="list-style-type: none"> • Current number of speakers and levels of fluency
Timeline	• To be determined	• To be determined	• To be determined	• To be determined

Culture Goal 4 (Cont...)				
Categories	Objectives			
	Objective 5 Integration of Menominee language and culture into school, work and community environment			
Inputs/ Resources	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Menominee Language and Culture Commission • Other educational institutions • Community and local artists 			
Outputs/ Activities	<ul style="list-style-type: none"> • Develop and implement a plan for Menominee language and culture within tribal, work, school and community environments • Canvass the entire Reservation with signs and posters promoting language, culture and dominant Menominee figures (role models) • Visible written language throughout Reservation • Encourage daily use 			
Outcomes/ Results	<ul style="list-style-type: none"> • More speakers • The language will survive • Language and culture embedded into daily conversation and activities 			
Baseline Data	<ul style="list-style-type: none"> • Surveys (e.g. 2005 Community Needs Survey, Recreation Department survey) 			
Timeline	<ul style="list-style-type: none"> • To be determined 			

V. Responsible Parties

The following is used to identify responsible parties in the matrix sections of the strategic plan:

- 🔦 Primary lead department (P*) is responsible for coordinating efforts to complete the specific objectives listed.
- 🔦 Primary departments (P) are responsible for directly assisting the lead in completing the specific objectives listed.
- 🔦 Secondary parties (S) are responsible for attending meetings and providing input to assist in achieving the specific objectives listed.

DEPARTMENTS	Culture																	
	Goal 1				Goal 2						Goal3			Goal 4				
	Objective 1	Objective 2	Objective 3	Objective 4	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 1	Objective 2	Objective 3	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Aging				S	S			S		S				P	S		S	S
Chairman's Office		S	S		S			S		S					S	S		S
Clinic										S					S			S
Community Development	S									S	P*	P			S			S
Community Resource Center										S					S			S
Conservation	S				S			S		S	S				S			S
Courts										S					S			S
Early Childcare Services	S		S	S	S	S	P	P		S			S		S		P	S
Education					S					S					S			S
Election Commission																		S
Enrollment										S					S			S
Environmental Services	S				S					S	S	S			S			S
Finance											S	P						S
Food Distribution										S					S			S
Gaming Commission																		S
General Assistance																		S
Head Start	S		S	S	S	S	P	P		S	S		S		S		P	S
Historic Preservation	P	P	P	P	P*	P	P	P	P	P*	P	P	P*	P	P*	P	P	P*
Housing										S					S			S
Human Resources																P		P*
Information Technology										S					P	P		S
Insurance																		S
Internal Audit																		S
Johnson O'Malley								S		S					S	S		S
Language and Culture Department	P	P	P*	P*	P	P*	P*	P*	P*	P*	P	P	P	P*	P*	P*	P*	P*
Law Enforcement										S					S			S
Legal Services		S								S					S			S
Library			S					S		S					S	S		S
License and Permits																		S
Loan Fund																		S
Maehnowesekiyah Wellness Center	S	S			S			S		S					S	S		S
Maintenance																		S

DEPARTMENTS	Culture																	
	Goal 1				Goal 2						Goal 3			Goal 4				
	Objective 1	Objective 2	Objective 3	Objective 4	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 1	Objective 2	Objective 3	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Menominee Nation News					S			S		S					P	P		S
Probation										S					S			S
Procurement											S							S
Prosecutor																		S
Recreation	S				S			S		S					S			S
Social Services										S					S			S
Tax Commissioner																		S
Transportation										S					S			S
Tribal Administration	P*	P*						S		P*	P	P*			S			P
Tribal Legislature		S	S	S	S	S	S			P*	S	S			P*	S		S
Tribal School	S		S		S	S	P	P		S	S		S		S	S	P	S
Trust Resources	S									S					S			S
Utilities	S										S	S						S
Youth Development and Outreach	S				S		S	S		S			S		S			S
PARTNERS																		
College of Menominee Nation			S		S	S	S		S	S	S	S		S		S	S	S
Community	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
East/West University			S		S	S	S		S	S	S	S		S		S	S	S
Menominee Casino											S	S				S	S	
Menominee County											S					S	S	
Menominee Indian School District			S		S	S	S		S	S	S	S		S		S	S	S
Menominee Tribal Enterprises											S					S	S	



Five Clan Singers, photo courtesy of Menominee Nation News.



Menominee Jingle Dress Dancer, photo courtesy of Menominee Nation News.



Education

CMN Safty Fair



Adult Education Fair



Teaching Lodge



1952 St. Anthony's + 5 grade

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F. Education

I. Community Survey

The Community Survey asked respondents a total of six questions regarding their perceptions on how well the Tribe and the Menominee Indian School District (MISD), its programs, and its members promoted K-12 education and college education opportunities. The survey results revealed the following notable highlights:

- ↓ 75% of on-reservation and 59% of off-reservation survey respondents feel more preparation is needed for students to succeed in work and school beyond the 12th grade;
- ↓ 70% on-reservation and 66% of off-reservation survey respondents feel the K-12 school system is an essential aspect of life in the Menominee community;
- ↓ 68% of on-reservation and 61 % of off-reservation survey respondents feel more financial assistance is needed for the education needs of Tribal members; and
- ↓ 58% of on-reservation and 67% of off-reservation survey respondents feel that college education opportunities are an essential part of life in the Menominee community.

"With the lack of Menominee teachers there is also a lack of identity for the cultural values of Menominee"

For more information concerning the survey results refer to Appendix A.

II. Workgroup

A workgroup comprised of twenty-two professionals and community members was assembled to evaluate the community survey results, identify and address problems and their underlying causes, identify programs that directly address education, and design strategies aimed at enhancing the Tribe's response in K-12 education and college education opportunities. The workgroup consisted of the following:

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|--|---|
| ↓ Alan Caldwell, former Menominee Tribal School Administrator | ↓ Mark Waukau, Menominee Tribal Police Chief |
| ↓ Sigrid Congos, Senior Grants Writer | ↓ Wendell Waukau, Menominee Indian School District Superintendent |
| ↓ Penny Escalante, Early Childcare Services Director | ↓ Annette Westphal, Administrative Services Officer |
| ↓ Jennifer Gauthier, Administrative Services Officer | ↓ Michael Wilber, Library Director |
| ↓ James Horton, former. Housing Director | ↓ Shannon Wilber, Youth Development and Outreach Director |
| ↓ Pattie James, Drug Free Communities Coordinator | ↓ Alan Caldwell, former Menominee Tribal School Administrator |
| ↓ Brian Kowalkowski, University of Wisconsin Extension | ↓ Sigrid Congos, Senior Grants Writer |
| ↓ Robert Lansing, former Management Information Systems Director | ↓ Penny Escalante, Early Childcare Services Director |
| ↓ Devan Miller, Menominee Nation News Director | ↓ Jennifer Gauthier, Administrative Services Officer |
| ↓ Virginia Nuske, Education Department Director | ↓ James Horton, former. Housing Director |
| ↓ Carmella Peters, Grants Writer | ↓ Pattie James, Drug Free Communities Coordinator |
| ↓ Melissa Pitzl, Menominee Mentoring Coordinator | ↓ Brian Kowalkowski, University of Wisconsin Extension |
| ↓ JD Shatswell, Information Technology Director | ↓ Robert Lansing, former Management Information Systems Director |
| ↓ Michael Skenadore, Head Start Director | ↓ Devan Miller, Menominee Nation News Director |
| ↓ Patricia Tourtillott, Johnson O'Malley Director | ↓ Virginia Nuske, Education Department Director |
| ↓ Robert Tucker, Menominee Tribal School Administrator | ↓ Carmella Peters, Grants Writer |
| ↓ Duane Waukau, Recreation Director | ↓ Melissa Pitzl, Menominee Mentoring Coordinator |

The workgroup met as frequently as twice a month and as infrequently as once a month, for over a year. The meetings were open to the public and notices were published in the Menominee Nation News, announced at community meetings, and through broadcast e-mails.

III. Programs with Specific Emphasis on Education

Although the workgroup recognized that all departments and programs operated by the Tribe have a vested interest in the promotion of education, the workgroup identified the following programs as resources due to their knowledge about the educational systems and their program emphasis on education:

- ↓ **Education Department** - The department is responsible for developing and overseeing a vast array of programs and services aimed at helping students obtain their general equivalency diplomas, promoting post-secondary education, and helping students receive financial assistance in the pursuit of their educational goals.
- ↓ **Menominee Tribal School** – Provides a quality education to K-8 students encouraging academic, athletic, and spiritual excellence.
- ↓ **Menominee Indian School District** – Provides a safe learning environment that allows every child an opportunity to succeed intellectually, academically, emotionally, socially and physically. Although this entity is a state institution the school district works closely with the Tribe to ensure the education of Tribal members.

"The quality of our future depends on a community that values Menominee culture and a tradition of education in all of its forms."



Menominee family of the FAST Program, photo courtesy of Menominee County.



Menominee Indian High School graduation. photo courtesy of Menominee Nation News.

IV. SWOT Analysis

The workgroup identified the Tribe's overall Strengths, Weaknesses, Opportunities and Threats, utilizing what is typically known as a SWOT Analysis. The workgroup's SWOT Analysis appears as follows:

STRENGTHS

- Schools and educational facilities located within reservation boundaries
- General Education Diploma (GED) classes
- Tribal employment policy supporting parental involvement
- Adult Learning Center
- Youth advocacy
- Students willingness to be involved
- Educated members as role models
- No Child Left Behind
- Language and cultural component
- College preparation
- Alcohol, Tobacco and Other Drug Abuse services
- Positive peer pressure
- Student organizations
- Menominee Tribal/County Library
- Brigrance Screenings
- Athletic program
- Extracurricular activities
- Environmental awareness
- Funding
- Community members
- Mandates (e.g. Laws and Education Standards)

WEAKNESSES

- Funding/increased costs
- Parental involvement
- Technology
- Socio-economic conditions
- Support of higher education
- Attendance/truancy
- No Child Left Behind
- College preparation
- Tolerance of ill behaviors
- Alcohol, Tobacco and Other Drug Abuse
- Child care for evening adult classes
- Flexible schedule for parents to attend events
- Adult Learning Center
- Language and Cultural component
- Mental Health resources
- Quality of Education:
 - Writing skill development
 - Reading skill development
 - Math skill development
 - Science skill development

OPPORTUNITIES

- Blend of traditional with contemporary
- Menominee Tribal/County Library
- Culturally appropriate services
- Data to support development and evaluation of programs
- Develop relationships (Memorandum of Understanding)
- Consistent, aligned education improvement plan
- Pre-K to post-secondary
- Scholarships/Endowment
- Internships/Apprenticeships
- Technology
- Funding
- No Child Left Behind
- Youth Wellness program
- Language/cultural component
- Flexible schedule for parents to attend events
- Transitional college experience
- Positive influence with mass media
- Youth advocacy

THREATS

- Lack of Menominee classroom and language teachers
- Tolerance of ill behaviors
- Peer pressure
- Negative influence within mass media
- Culture shock
- Financial assistance
- Menominee Tribal/County Library
- Funding
- No Child Left Behind Act
- Alcohol, Tobacco and Other Drug Abuse
- Loss of language and cultural component
- Gangs

V. Goals and Objectives

Education Goal 1: Enhance the Quality of Education through the Adoption of Best Practices				
Categories	Objectives			
	Objective 1	Objective 2	Objective 3	Objective 4
	Gap Analysis - (Assessment of unmet needs regarding current educational best practices from birth to post-secondary)	Implement best practices and policies	Assure legislative support in education through leadership and capacity building	Review and revise education-related ordinances
Inputs/Resources	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Other educational institutions 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Other educational institutions 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Wisconsin Department of Public Instruction • Other educational institutions 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Other educational institutions
Outputs/Activities	<ul style="list-style-type: none"> • Identify current resources for funding: <ul style="list-style-type: none"> ◦ Unmet needs ◦ Scholarships and higher education assistance for students ◦ Investment funds for endowment • Complete inventory of Funding, Human Resources, Physical Resources, Curriculum Alignment, Child Care Assistance, Environment, and Ordinances 	<ul style="list-style-type: none"> • Research (K-12) • Implement best practices • Provide curriculum alignments and financial assistance to students • Creation of multiple plans to recruit, train and retain Menominee people of all ages • Maintain accreditation 	<ul style="list-style-type: none"> • Gain legislative support in education through best practices • Lobby State of Wisconsin to gain third designation for and funding of the Tribal School • Create fiduciary leadership 	<ul style="list-style-type: none"> • Identify boundaries of Menominee Tribal Legislature's role in education development • Suggest amendments on how to improve education-related ordinances
Outcomes/Results	<ul style="list-style-type: none"> • Creation of baseline data 	<ul style="list-style-type: none"> • Improved college entrance exam scores, district test scores, assessments, educational profiles, attendance/truancy, Head Start screenings, AEP – Early Progress, Brigance Screening, Wisconsin Knowledge and Concept Examination, and Corrective Reading Program • Improve academic performance and educational readiness 	<ul style="list-style-type: none"> • Third designation of schools by the State of Wisconsin • Strong relationships with political entities • Support of education legislation 	<ul style="list-style-type: none"> • A common understanding of defined roles • Improved legislation
Baseline Data	<ul style="list-style-type: none"> • 2005 Community Needs Survey • Facts and Figures Handbook • Head Start Community Needs Survey 	<ul style="list-style-type: none"> • Pire survey • 2005 Community Needs Survey • Other social service surveys 	<ul style="list-style-type: none"> • No recognition or funding by the State for Tribal School • No legislation or political relationships 	<ul style="list-style-type: none"> • Existing ordinances
Timelines	• To be determined	• To be determined	• To be determined	• To be determined

Education Goal 1 (Cont...)				
Categories	Objectives			
	Objective 5 Develop consensus among stakeholders			
Inputs/ Resources	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Other educational institutions • Community • Students • Faculty and staff • School Boards 			
Outputs/ Activities	<ul style="list-style-type: none"> • Make greater use of internet, school newsletters, Tribal news, marquis signs, and school board meetings • Make use of referendums • Educational outreach 			
Outcomes/ Results	<ul style="list-style-type: none"> • Increased awareness 			
Baseline Data	<ul style="list-style-type: none"> • Lack of understanding of best practices • Minimal community involvement 			
Timeline	<ul style="list-style-type: none"> • To be determined 			

Education Goal 2: Form Partnerships with Community Educational Institutions				
Categories	Objectives			
	Objective 1 Develop complementary visions for education	Objective 2 Increase school, family and community involvement through encouragement and support	Objective 3 Develop summer jobs/internships to support higher education students	Objective 4 Develop a comprehensive plan for drug and alcohol prevention programs
Inputs/Resources	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Other educational institutions 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Health and Family Committee • Enforcement and Resource Protection Committee • Language and Culture Commission • Commission on Aging • Other educational institutions 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Budget and Finance Committee • Other employers • Other educational institutions 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Health and Family Committee • Enforcement and Resource Protection Committee • Other educational institutions
Outputs/Activities	<ul style="list-style-type: none"> • Create common benchmarks • Develop and enhance agreements (memorandum of understanding/memorandum of agreement) – to address community needs 	<ul style="list-style-type: none"> • Make greater use of internet, newsletters, Tribal news, marquis signs, and board meetings • Training for school, family, and community to gain awareness of student needs • Elder Mentor Program • Develop common orientation sessions • Increase number of Menominee staff • More recreational activities 	<ul style="list-style-type: none"> • Expand and enhance career fair • Develop internship protocols • Create meaningful internships • Create meaningful partnerships with on and off-reservation employers • Provide stipends 	<ul style="list-style-type: none"> • Identify existing AODA programs, needs, and resources • Develop a comprehensive plan that: <ul style="list-style-type: none"> ○ De-stigmatizes treatment using cultural approaches ○ Involves extended family and community ○ Extends beyond borders of facility (e.g. in-home) ○ Includes prevention activities
Outcomes/Results	<ul style="list-style-type: none"> • Consistency within educational system • Academic and social readiness and preparedness 	<ul style="list-style-type: none"> • Increased level of student success • Decreased truancy, suspensions, expulsions through school, family, community and Elder involvement • Parental knowledge of the importance of education to both the parent and student • Increased individual responsibility • Culturally sensitive qualified staff 	<ul style="list-style-type: none"> • Academic and employment preparedness • Increase in the number of students who are exposed to careers • Provide financial support to student participants • Encourage professional career development 	<ul style="list-style-type: none"> • Healthier community through greater involvement and awareness of the effects of alcohol and drugs • A comprehensive plan for drug and alcohol prevention programs
Baseline Data	<ul style="list-style-type: none"> • 2005 Community Needs Survey • Other community surveys 	<ul style="list-style-type: none"> • Current scores, attendance, student records (incidents), number of students with special needs 	<ul style="list-style-type: none"> • Number of internships • Number of partnerships 	<ul style="list-style-type: none"> • 2005 Community Needs Survey • Other community surveys • Statistical data from AODA agencies
Timelines	• To be determined	• To be determined	• To be determined	• To be determined

Education Goal 3: Assure Technology on Reservation to Support Education				
Categories	Objectives			
	Objective 1 Gap analysis – unmet needs assessment (what we have compared to what we need)	Objective 2 Acquire funding	Objective 3 Provide training for tribal members	Objective 4 Provide technology tools to tribal members
Inputs/ Resources	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • All Community Organizations/Entities 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Budget and Finance Committee • Investment income • Other educational institutions • Grant funding resources 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Other educational institutions 	<ul style="list-style-type: none"> • All departments and/or partners identified in the matrix • Labor, Education and Training Committee • Other educational institutions
Outputs/ Activities	<ul style="list-style-type: none"> • Conduct research to identify current use of technology opportunities within the community • Develop survey • Create Community-Wide Technology Plan 	<ul style="list-style-type: none"> • Grant writing • Lobbying efforts • Fund raising • Capital financing • Developing timelines and benchmarks 	<ul style="list-style-type: none"> • Provide free and accessible classroom instruction • Placement of ads in Menominee Nation News on computer use, tips, tricks, and techniques 	<ul style="list-style-type: none"> • Placement of technology in community centers • Increase community center hours of operation • Collaborate with outside agencies to provide services • Develop a loan program to help people acquire technology
Outcomes/ Results	<ul style="list-style-type: none"> • Identification of human, financial, and physical resources needed to provide technology opportunities within the community 	<ul style="list-style-type: none"> • Increase in technological resources 	<ul style="list-style-type: none"> • Technologically adept community • Increased availability of technological resources 	<ul style="list-style-type: none"> • Improve the quality of life • Increased communication with outside world • Increased access to outside educational resources (e.g. online schools) • Break down of generation barriers
Baseline Data	<ul style="list-style-type: none"> • Existing surveys 	<ul style="list-style-type: none"> • Existing level of funding 	<ul style="list-style-type: none"> • Current use of technology 	<ul style="list-style-type: none"> • Current availability of technology tools • Availability of technological resources in community
Timeline	• To be determined	• To be determined	• To be determined	• To be determined

VI. Responsible Parties

The following is used to identify responsible parties in the matrix sections of the strategic plan:

- ↓ Primary lead department (P*) is responsible for coordinating efforts to complete the specific objectives listed.
- ↓ Primary departments (P) are responsible for directly assisting the lead in completing the specific objectives listed.
- ↓ Secondary parties (S) are responsible for attending meetings and providing input to assist in achieving the specific objectives listed.

DEPARTMENTS	Education												
	Goal 1					Goal 2				Goal 3			
	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 1	Objective 2	Objective 3	Objective 4	Objective 1	Objective 2	Objective 3	Objective 4
Aging					S	S	P	S				S	S
Chairman's Office	P		P*	P	P*	S		S		S	S		
Clinic						S	S	S	P	S			
Community Development						S		S		S			
Community Resource Center	P	P			S	P	P	P	S	P	S	P	P
Conservation		S						S					
Courts	S			S				S	S				
Early Childcare Services	P	P	P	P	P	P	P	S	S	P	P	P	S
Education	P	P*	P*	P	P	P*	P*	P*	S	P	P*	P	P
Election Commission		S						S					
Enrollment		S					S	S					
Environmental Services		S						S					
Finance	S							S		S	S		
Food Distribution	S	S			S			S					
Gaming Commission		S						S					
General Assistance							S	S		S		S	S
Head Start	P	P	P	P	P	P	P	S	S	P	P	P	S
Historic Preservation	S	S			S	S	P	S	S				S
Housing							S	S					S
Human Resources	S	S					P	P	S	S		P	P
Information Technology	S	S			S		S	S		P*	P	P*	P*
Insurance								S					
Internal Audit					S			S					
Johnson O'Malley	P	P	S	S	S	S	S	P		S		S	S
Language and Culture Department	S	S			S	S	P	S	S				S
Law Enforcement				S	S	S	S	S	S	S			
Legal Services			P	P*	S	P		S					
Library	S	S			S	P	P	S				P	P
License and Permits								S					
Loan Fund								S					P
Maehnowesekiyah Wellness Center	S	S			S	S	S	S	P*	S			S
Maintenance								S					

DEPARTMENTS	Education												
	Goal 1					Goal 2				Goal 3			
	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 1	Objective 2	Objective 3	Objective 4	Objective 1	Objective 2	Objective 3	Objective 4
Menominee Nation News					S		S	S		S		S	S
Probation	S						S	S	S			S	
Procurement								S			P		P
Prosecutor				S				S	S				
Recreation	S	S				S	P	S				S	S
Social Services	S	S		S	S		S	S	S				S
Tax Commissioner								S					
Transportation	S	S			S		S	S				S	S
Tribal Administration	P*	S	S	S	S	S	S	S	P	P	P	P	P
Tribal Legislature	P	S	P	P	S	P	S	S	S				
Tribal School	P	P	P	P	P	P	P	S	P	P	P	P	P
Trust Resources								S					
Utilities								S					
Youth Development and Outreach	S	S			S	S	S	S	S	S			S
PARTNERS													
College of Menominee Nation	S	S	S	S	S	S	S	S	S	S	S	S	S
Community	S	S	S	S	S	S	S	S	S	S	S	S	S
East/West University	S	S	S	S	S	S	S	S	S	S	S	S	S
Menominee Casino								S		S	S	S	
Menominee County	S			S	S	S	S	S	S	S	S	S	S
Menominee Indian School District	S	S	S	S	S	S	S	S	S	S	S	S	S
Menominee Tribal Enterprises								S				S	



College of Menominee Nation commencement ceremony, photo courtesy of Menominee Nation News.